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DEVELOPMENT OF INTELLECTUAL ABILITIES OF PRESCHOOL CHILDREN THROUGH DEVELOPING TECHNOLOGIES

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Annotation: The article focuses on increasing the intellectual potential of the child in preschool education. Effective methods have been demonstrated based on 3 years of experiments. The growth of mental development in children is explained by the expansion of mathematical imagination.

Keywords: intellect, intellectual potential , developing technologies, Gyenes logical blocks.

One of the urgent problems of our time is the effective development of the intellectual abilities of preschoolers. With a developed intellect, children memorize material faster, adapt to a new environment more easily and quickly, are more confident in their abilities and are better prepared for school. The multiplication of the intellectual potential of the child is a necessary condition for the qualitative renewal of society.

What is the intellectual development of a child? The intellectual development of a child is the sum of knowledge and skills, the ability to acquire and apply this knowledge in solving non-standard situations. The intellectual development of a child can be accelerated, slowed down, stopped at some stage. Interested teachers and parents in the intellectual development of the child direct the energy of the baby, his desire to learn as much as possible, in the right direction for this. Children are amazingly active and inquisitive, they just absorb everything that happens around them like a sponge. But we must remember that the intellectual development of the child goes through its own specific stages, of which each previous one prepares the next one. New forms of thinking are constantly emerging in the child, although it must be said that the old forms of thinking will by no means disappear. Intellectual work is very difficult, and, given the age characteristics of preschool children, adults should remember that the main method of development is problematic - search, and the main form of organization is play. The importance of the game for the development of the child is emphasized by many domestic and foreign teachers and psychologists.

V. A. Sukhomlinsky wrote: “There is no, and cannot be, full-fledged intellectual development without play. The game is a huge bright window through which a life-giving stream of ideas and concepts flows into the spiritual world of the child. The game is a spark that ignites the flame of inquisitiveness and curiosity.

Leading the game, organizing the life of children in the game, using various developmental technologies in teaching, I try to create not only the optimal environment for ensuring the emotional health of the preschooler, but also influence all aspects of the development of the child's personality: feelings, will and behavior in general, development general abilities, creative imagination, communication skills, on the development of curiosity of a preschooler as the basis of intellectual development.

I have been working on the topic: “Development of the intellectual abilities of preschoolers through developing technologies” for the past 3 years. During this time, I had a clear idea that developing technologies are able to develop the intellectual sphere of a preschooler better than any other form of educational activity.

Of particular importance to me as a teacher are technologies saturated with logical and mathematical content. These technologies do not require any special knowledge from children. They model logical and mathematical constructions, and in the process of technology, such tasks are solved that contribute to the acceleration of the formation and development of the simplest logical structures of thinking and mathematical representations in preschoolers. During the game, children do not see that they are being taught something. But imperceptibly for themselves, preschoolers count, add, subtract, moreover, they solve various kinds of logical problems, draw up diagrams and various models, develop an idea of a set, operations on a set (comparison, division, classification, abstraction), ideas about mathematical concepts are formed (algorithm, encoding and decoding information, encoding with a negative sign).

Among the materials intended for the development of creativity of preschoolers, various types of building kits, designers, kits with Gyenesh logical blocks, Kuizener's colored counting sticks and various puzzles are widely used. At the same time, the role of entertaining material is determined taking into account the age capabilities of children and the tasks of comprehensive development and education. The role of tasks is to activate mental activity, to be able to plan your actions, to think about them, to look for an answer, while showing creativity. Such work activates the mental activity of the child, develops the mind, allows you to expand, deepen mathematical concepts, consolidate the acquired knowledge and skills, exercise in applying them in other activities, in a new environment.

A special place in my work is given to entertaining mathematical material - didactic games with Gyenesh logic blocks.

Gyenesh's logical blocks are an abstract didactic tool, they are the most effective tool for preparing children's thinking for learning mathematics. Acquaintance of children with logical blocks takes place in several stages. At the initial stage of work, before starting the games, we give children the opportunity to get acquainted with the logical blocks on their own.

Kuizener's sticks, as a didactic tool, correspond to the specifics and features of elementary mathematical representations formed by preschoolers, their age capabilities, the level of development of children's thinking, mainly visual-effective and visual-figurative.

The symbolic function of designating a number with color and size makes it possible to introduce children to the concept of number in the process of counting and measuring. During the game and play activities, children get acquainted with the size, geometric shapes, practice orientation and time, and model a real object from sticks.

At preschool age, the development of mathematical content is aimed primarily at the development of cognitive and creative abilities of children. For this, children should be involved in meaningful, active and developing activities in the classroom, in independent play and practical activities outside the classroom, based on self-control and self-esteem. The selection of developing technologies was carried out on the basis of modern requirements for teaching preschoolers, namely: giving learning a developing character, ensuring maximum activity of children in the independent process of cognition, and these games are relevant, most suitable for older preschoolers.

In joint and independent activities, games and exercises for spatial transformations, modeling, recreating figures, silhouettes, figurative images from certain parts are used. The game is carried out through practical actions in compiling, selecting, laying out according to the rules and conditions. These are games in which, from a specially selected set of figures, it is necessary to make a figure - a silhouette, using the entire proposed set of figures. In some games, flat figures are made up: "Tangram", "Pythagoras" puzzle, "Magic Circle". In others, a three-dimensional figure: "Cubes for everyone."

The data of our work have shown that the process of intellectual development of children requires purposeful pedagogical guidance, which consists in the systematic use of games with a consistent complication of the game task, in activating the intellectual activity of children, in developing the ability to highlight the essential properties of objects, compare, and reflect results in speech.

We believe that the development of the methods of intellectual activity of children will be carried out successfully with the organization of the correct management of children's games both in joint and independent activities, their systematic use and the creation by the teacher of conditions for the children to independently find a way to solve an intellectual problem.

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